Section II

COMPREHENSIVE PREVENTION APPROACH

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2005-2006 Snapshot of Safe and Drug-Free School Programs

BEST PRACTICES AND SCIENTIFIC RESEARCH-BASED RISK AND PROTECTIVE FACTORS

Idaho school districts also select and implement Best Practices. Best Practices are those strategies, activities, or approaches which have been shown through research and evaluation to be effective at preventing and/or delaying substance abuse.

In more than 20 years of drug abuse research, the National Institute on Drug Abuse (NIDA) has identified important principles for prevention programs in the family, school, and community. Idaho prevention programs are designed to enhance "protective factors" and to reduce "risk factors." Protective factors are those associated with reduced potential for drug use. Risk factors are those that make drug use more likely. Research has shown that many of the same factors apply to other behaviors such as youth violence, delinquency, school dropout, risky sexual behaviors, and teen pregnancy.

- Protective factors include strong and positive bonds within a pro-social family; parental monitoring; clear rules of conduct that are consistently enforced within the family; involvement of parents in the lives of their children; success in school performance; strong bonds with other pro-social institutions such as school and religious organizations; and adoption of conventional norms about drug use.
- Risk factors include chaotic home environments, particularly in which parents abuse substances or suffer from mental illnesses; ineffective parenting especially with children with difficult temperaments or conduct disorders; lack of mutual attachments and nurturing; inappropriately shy or aggressive behavior in the classroom; failure in school performance; poor social coping skills; affiliations with deviant peers or peers displaying deviant behaviors; and perceptions of approval of drug-using behavior in family, work, school, peer, and community environments.

Best Practice Researched Based Effective Programs Being Implemented in Idaho

Student Programs

All Stars
Big Brothers/Big Sisters
Child Development Project
Get Real About Violence
GRASP (Gaining Responsibility After School Program)
Great Body Shop
Growing Healthy
Know Your Body
Life Skills Training (LST)
Lion's Quest for Adolescence
Not on Tobacco (NOT)
PALS – Participate and Learn Skills
PASS – Plan a Safe Strategy Program
PATHS-Promoting Alternative Think Strategies
PeaceBuilders
Positive Action
Positive Options for Teens/Prevention

Project Alert
Project Northland
Project SUCCESS
Project Towards No Drug Use (TNT)
Second Step
Smart Team
STEPS-School Transitional Environment Program
Too Good for Drugs
Tribes

Parent Programs

Love and Logic Parenting Class
Parenting Project
Parenting Wisely
Parents as Teachers
Parents Who Care
STARS for Families

Additional Prevention Programs Based on Researched Based Risk and Protective Factors

Youth Activities

Natural Helpers
Tutoring
Lunch Buddy Mentoring
IDFY (Idaho Drug-Free Youth)
After School Programs
School Mentor Program
Freshmen Asset Day

Programs for Bullying/Harassment/Violence

Respect and Protect
Don't Laugh at Me
Character Education
Conflict Managers
Peer Mediation
Peaceworks

IDAHO
Comprehensive Prevention Approach

## *"Student Assistance Program"*

The Student Assistance Program (SAP) is a school-based prevention and early intervention system designed to foster student success and healthy development by addressing academic, social-emotional and behavioral health issues. Most programs are operated by a Student Assistance Team (SAT) that has representation from the key stakeholders within the school including administrators, teachers, guidance counselors, and, when possible, psychologists, social workers, and nurses. Students who are demonstrating "behaviors of concern" are referred by themselves, peers, staff, parents and others to teams that work with the student, the student's family, faculty, staff and/or outside service providers to develop a plan to ensure student success.

There are 12 components of a Comprehensive Student Assistance Program

> **Advisory Board**
> **District Policies, Philosophy, Procedures**
> **Education of Staff**
> **Identification and Referral**
> **Support Groups**
> **Prevention Activities**
> **Education and Support of Parents/Community**
> **Curriculum Infusion**
> **Community Networking**
> **Evaluation**
> **Program Leadership & Administration**
> **Staff Wellness**

SAP "Identification and Referral" Component

1998-2006 Identification and Referral Comparisons
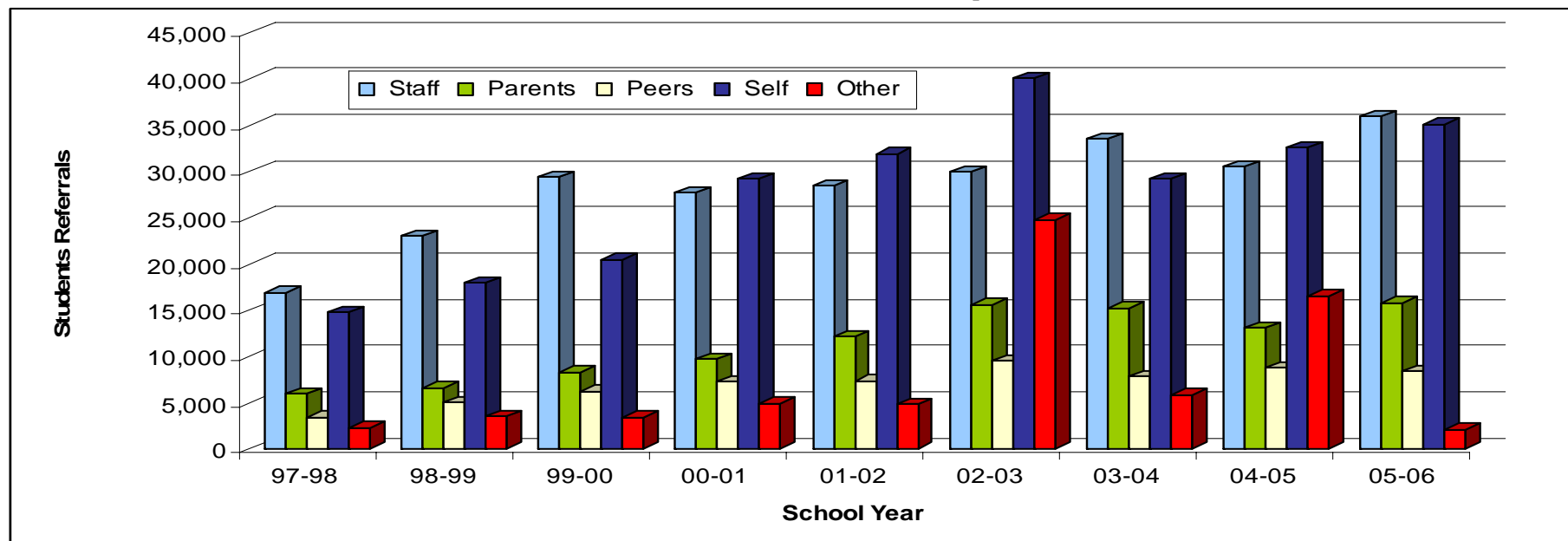
	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	Grand Total
Staff	16,911	23,004	29,346	27,677	28,398	29,927	33,468	30,482	35,903	255,116
Parents	5,881	6,571	8,214	9,694	12,121	15,534	15,156	13,043	15,747	101,961
Peers	3,368	4,939	6,201	7,224	7,313	9,495	7,817	8,737	8,354	63,448
Self	14,752	17,930	20,491	29,169	31,893	40,065	29,186	32,556	35,019	251,061
Other	2,238	3,483	3,401	4,859	4,757	24,699	5,821	16,518	2,046	67,822
Total	43,150	55,927	67,653	78,623	84,482	119,720	91,448	101,336	97,069	739,408

Reasons for referrals may vary and usually include suspected use/abuse of illegal substances; changes in behavior, appearance or groups of friends; a drop in academic achievement or an increase in absences from school.

Teams review every referral. Each case is given individual attention as members look for the "next logical intervention" in helping students toward success in school.

Intervention activities commonly employed include referrals to in-school groups, mentorships involving interested non-team staff members, conferences with parents, referrals to community agencies, and referrals for drug/alcohol assessments.

SAP Component "*Support Group*"

Listing of Various Support Groups Offered

Anger
Blended Families
Children of Divorce
Co-dependent
Communication
Cultural Transition
Drug Users
Eating Disorders
General concern/personal growth
Grief
Intervention
New Students

Non-use
Persons/children of substance abusers
Physically and sexually abused
Recovery/sobriety
Relationships
School Leadership
Self-esteem
Suicide
Teen Parent
Transition (moving/drop-out)

Support Group Survey Results

(Survey results of students participating in groups)

90% Reported that the program gave them positive ways to deal with problems

86% Reported that they had felt increased feelings of self worth

77% Reported that the program had an overall positive effect

80% Reported that the program had a positive effect on school attendance

74% Reported that the program had a positive effect on overall school work

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District	Grant Amount	Programs
Basin	72	22,010	- Through the Wildcat Pride program (and other programs) which includes classroom instruction, after-school program, student academy to help youth in economically deprived area. - Program designed to serve all students in district.
Cassia	151	20,000	- Night classes at Cassia Education Center for single parents, students on probation and career choice information - Instruction on understanding the law - Drugs and gang prevention information - Spirit Walker counseling - Funding pays for 5 hours per class - Classes allow for heavy student involvement - Targets students with substance abuse and GPA issues
Madison	321	28,000	- School Resource Officer - Counseling, no cost to students day care and director - Serves five county area - Substance abuse screening, tutors in reading and math - Outdoor Education
Meridian (Drug Prevention Counselor)	002	28,000	- Relapse Prevention Instructor (Drug Prevention Counselor) - Facilitate successful return of student to regular school setting - Remediate behaviors that contributed to removal of student to alternative program - Parent information classes
Nampa	131	28,000	- Using Love and Logic Model, change inappropriate behaviors of children - Parent Education Workshops - Professional Development - Child care at elementary school workshops
Orofino	171	7,800	- Target early onset of alcohol use within school district - Leadership Summit for junior & senior high students - Joint sessions for parents and students - Life Skills curriculum infusion in upper elementary and junior high
Pocatello (Site Intervention Prevention Coordinator)	25	25,759	- Four alternative programs at alternative high school: Turning Point, Cross Roads, Kinport Academy, and New Horizons - Prepare at-risk students for successful future - Maximize opportunities for substance abuse prevention and intervention - Address safety issues for students and community
Post Falls (Student Dean – full time	273	27,694	- Reduce variety of serious and pervasive risk factors - Increase numbers of Protective Factors & Development Assets that are in place - Student Dean acting as a community and parent liaison, collaborates with prevention specialist and administrative team, meets with & monitors grades, attendance and behavior - Reverse tide of increasing risk factors in middle school population
Twin Falls (Student Assistance Specialists)	411	28,000	- Provide referral source for staff, parents and community - Provide minimum of 24 student support groups in secondary buildings - Increased ability of participating students to deal with problems in a positive manner
Total Awards		215,263	

2005-2006 Federal Title IV 20% Reserve Portion Grants
Greatest Need Competitive Awards

2005-2006 Federal Title IV Competitive Year-End Expenditures/Participation Report

District	No.	Grant Amount	Personnel Salaries	Travel	Trans portation	Supplies, Materials	Purchased Services	Operating Expenditures	Other & Indirect Costs	Total Actual Expenditures*	Type of Program	Participants
Basin	72	22,010	25,560	50	162	3,352	1,300		556	30,980	Prevention Instruc	132
Cassia	151	20,000	9,000			2100	8900			20,000	ASP&Evening Programs	600
Madison	321	28,000	25,350				2700			28,050	SRO,NurseryDir	161
Meridian	002	28,000	28,354	0		0	0		0	28,354	RelapsePreventionCnslrs	42
Nampa	131	28,000	22,753	1850		2783	0		0	27,386	ParentEd,	639
Orofino	171	7,800		655		4426	2085	625		7,791	IDFY&Parents/Students	627
Pocatello	25	25,759	24,480			450				24,930	CareerDvlpmnt,Resiliency	1,601
Post Falls	273	27,694	25,722	500		500	972			27,694	StudentDean,Liaison w/SRO,CRW	3,206
Twin Falls	411	28,000	27,999							27,999	SAP Groups & Specialist	649
Totals		**215,263**	**189,218**	**3,055**	**162**	**13,611**	**15,957**	**625**	**556**	**223,184**		
												7,657

*Actual expenditures may be more than grant amount due to 2004-05 program carryover.

2005-2006 Federal Title IV Community Service Grant Expenditures and Activities

Grantees	Grant Amount	Salaries	Travel	Trans portation	Supplies, Materials	Purchased Services	Operating Expenditures	Other & Indirect Costs	Total Actual Expenditures *	Number Served
Bannock County	**30,000**	16,336							16,336	190
Blackfoot	**30,000**	28,897			1,653				30,550	80
Boise	**30,000**	39,994		51	99				40,144	23
Caribou-Soda Springs	**30,000**	17,929		1,750		1,845			21,524	54
Jefferson	**30,000**	30,000		275	275				30,550	215
Madison	**30,000**	41,210	707			-	638	672	43,227	129
Post Falls	**30,000**	31,134	1,618	1,200	1,200	801	1,204		37,157	128
Total	**210,000**	**205,500**	**2,325**	**3,276**	**3,227**	**2,646**	**1,842**	**672**	**219,488**	**819**

Grant Activities	*Larger than grant amount due to 2004-2005 program carryover.
Bannock County	Trail clearing, homeless shelter yard work, scouts grounds upkeep, sorting clothing, making stage sets, trash cleanup, trail building, playground cleanup, food sorting at food bank, clip fish fins for Fish and Game, cleaning, stage construction, book drives, assembling display materials. Curriculum needed for program.
Blackfoot	Working with disadvantaged children in Head Start Program, planting and tending school garden, creating illustrated stories for children, helping immigrants with language acquisition, helped senior citizens document local history, community cleanup, fix-up and repair work. All students must complete academic classes as part of the CS Program. Curriculum is correlated to CS activities. Students use PLATO computer based Math and Reading Program. Changes in grade level performance were measured at 1.22 grade level change which exceeded grade level performance by .22 and is .345 above the baseline.
Boise	Sorting, packing & labeling food at Idaho Food Bank, Idaho Youth Ranch, set up donated computers, students practice English and work with those from another culture, Spanish speaking student assisted in teaching Spanish. An academic component is included. One Hispanic student has made a dramatic turn around as a result of involvement with the Community Service program.
Soda Springs	Sweep, clean, paint, snow removal, clean grounds in parks, build park benches, cleaning walkways, painting sheds, weeding. Many participants have increased their GPA. The program has an academic component such as tutoring, academic support for habitual offenders to enable them to keep up so they don't fall behind.
Jefferson	Paint local fire station, Clean weeds from access roads, rake leaves, shovel snow for seniors, pick up trash, yard work for seniors, clean stoves, walls, restrooms, assist janitors after school, clean trophy cases, library, paint barns, chutes, racetrack, build floors
Madison	Wash ambulances, fire trucks, mopping, sweeping bathrooms, museum basic cleaning, dusting, sorting clothes at family crisis center, weeding, gardening, painting, cleaning, mopping, pound cleaning, animal care, washing dogs, vacuuming, reading to elementary kids, tutoring, some classroom work on behavior modification, character education (Franklin Reality Model). Every student works on homework/other academic classes for the first part of the day.
Post Falls	Snow removal, yard maintenance, help at thrift shop, lunch services, trail & field maintenance, recreation, rehab, weed control. There is after school hours classroom based instruction-students attend "School" from 3 to 6pm Mon thru Thursday. Home schools send homework. Certified teacher.

2005-2006 Year End Report
Title IV Federal Community Service for Suspended and Expelled Students

1. Students Served: How many Students served this year.				**819**
2	**Suspended**			No. Students
		Male		535
		Female		267
			Number on Probation = 80	
3	**Expelled**			
		Male		11
		Female		6
	Ethnicity of	**participants**		
		Alaska Native		14
		Asian		9
		Black		15
		Pacific Islander		1
		White		656
		Hispanic		124

4. Of the total number of students you have served this school year, how many students had the listed special education categories:	
a. Learning Disability	58
b. Emotional Disturbance	4
c. Health Impairment	6
d. Speech, Language Impairment	2
e. Cognitive Impairment	7
f. Developmental Delay	0
g. Hearing Impairment or Deafness	0
h. Multiple Disabilities	0
i. Orthopedic Impairment	2
i Visual Impairment	0
k. Traumatic Brain Injury	1

5. Suspension Reason (Some suspended more than once):	
Drugs	49
Weapons	7
Disruptive Behavior	334
Bullying-Harassment	72
Truancy	302
Other: (Indicate reasons)	
Theft/Vandalism	26
Fighting	43

6. Expelled	
Drugs	5
Weapons	1
Disruptive Behavior	12
Bullying-Harassment	9
Truancy	12
Theft	3
Other: DDRC Hearings, Tobacco, Disrespect, Incompletes	17

7. Some students may have been suspended more than once during the year. Of students served, how many were suspended:	
2-3-times	147
4-5 times	27
5+ times	30
9. Of the total number of students you have served this school year, how many: 2	
Successfully completed program	764
Transitioned back to original school	483
Received a GED	3
Transferred to another school	45
Are now home schooled	1
Left program without completing it	17
Were expelled from program	12
Dropped out of school	6
Are incarcerated	9
Are receiving day treatment	1
9. How many of the total number of students you have served this school year:	
Have reduced at least one failing grade	216
Have improved their attendance	357
Have reduced their discipline referrals	329

10. What are Effective Outcomes

Bannock

Providing students with the rules up front, students learn to be effective in community, non profit organizations benefit from student services, parents get involved in what students are doing in program. Students get involved with community organizations as a result of service.

Boise

Improved

Improved attendance, improved respect toward others, improved language skills, connection to community, increased awareness of social norms, improved peaceful conflict resolution skills, decreased number of suspensions and discipline referrals, connection with positive adult role models, building a variety of skills through working in community, exposure to career possibilities, enhancement of job skills through service projects, time to process reasons for suspension. Community has benefited from the array of services students have provided.

Blackfoot

Students work on token economy system-earn dollars for privileges. If tasks not accomplished, they lose funds. Must attend 87% of time, submit assignments, and participate daily in CS activities. Restoring the Virginia Theater was a real plus-took two months

Jefferson

Students have a sense of community, parents support and suggestions for projects. Painting the inside of fire station led students to know that volunteers are needed in many places, pro-active interest of students

Madison

The tough love approach in many instances works well. Helping students see their own mistakes also works well. Their number of truancies has gone down.

Post Falls

Successful completion of ATS on assigned days, improved grades, reduction of suspensions, reduction of city vandalism and theft, student volunteers in community, employment opportunities for students.

Soda Springs

Effectiveness centers on having something for students to do when they are suspended from regular school environment. Neither school nor parents want students roaming free & thinking suspension is a play day. Community benefits by not having to pay for manual labor: shoveling snow, garbage cleanup, painting sheds, pulling weeds.

11. What barriers to success has your program experienced

Bannock County

Managing the large volume of students with only one full-time employee

Blackfoot

Finding community service projects in which people are willing to have teenagers participate is sometimes a struggle. Because this is a rural area, transportation is an issue-it sometimes takes longer to reach a site than to do the work. Time also an issue if an organization needs more help than we are in school.

Boise

Having immediate community service available, not sufficient time to contact parents, explain program and obtain permission. And set up a site and perform service by the end of the school day. We have worked around part of this challenge by meeting with families of students who are in the discipline plan. Challenges remain when a student who has no prior discipline referrals gets suspended and an immediate placement is needed.

Jefferson

During winter, it is difficult to find jobs that students can complete inside- weather does not allow students to work outside.

Madison

The amount of time spent in the program doesn't seem to be enough for students to get the needed benefit of the program. One day is not sufficient to get students to change their behaviors.

Post Falls

Drop & Dash parents, inconsistent referral process from participating schools, perception that punitive is the fix, tendency to refer repeat students,-some like it too much. Limitation of 7 students/day because of van size, allowing students with w/particular offenses to participate (students with violent or sexual offenses cannot be trusted in certain situations), difficult to gauge academic influence when students spend only one or two days in program.

Soda Springs

Effective personnel that are able to work with students and be available when administrators need them to make the discipline timely.